



2021-2022 ILEARN Scheduling and Timing Guidance (Online and Paper)

The Indiana Department of Education (IDOE) defined guidance for use when scheduling all 2021-2022 ILEARN assessments. Corporations should consider this information when creating local testing schedules for practice and operational assessments. IDOE updated the overall formatting of this document and revised for concision, wherever possible. Substantive changes are outlined below.

2021-2022 Change Log

- **Updates:**
 - All average testing time ranges reflected in minutes (Page 2, Table 2).
 - ELA Performance Task:
 - “Segment” replaces “Part” throughout to better align with system configurations (e.g., Segment 1, Segment 2).
 - Segment expiration is now 7 calendar days (Page 5).
 - Make-up Testing Scenario #3 (Page 9, Table 7)
- **New:**
 - Single Test Sessions for Multiple Grade-Level Tests (Page 8)

2021-2022 ILEARN Practice Tests: Suggested Testing Time Ranges

Corporations and schools must administer the applicable ILEARN practice tests to students **at least once annually before** students participate in the content-specific operational assessment. Review more details about practice test requirements and expectations outlined in Appendix B of the [2021-2022 Indiana Assessments Policy Manual](#).

Online practice tests are available via the Cambium Assessment, Inc. (CAI) Secure Browser beginning in fall 2021. Each online practice test consists of four to seven items and provides students with opportunities to interact with the online testing platform, and become familiar with any formal accommodations prior to the operational assessment. Students testing paper-and-pencil will encounter a smaller number of practice items on the pages immediately preceding the first operational test segment in their assessment books.

IDOE defined suggested testing times for each practice test:

Table 1. 2021-2022 ILEARN Practice Tests

| Grade(s) | Practice Tests | Suggested Testing Time Ranges |
|----------|-----------------------------|-------------------------------|
| 3-8 | Mathematics | 25-45 minutes |
| 3-8 | English/Language Arts (ELA) | 25-45 minutes |
| 4 and 6 | Science | 25-45 minutes |
| 5 | Social Studies | 25-45 minutes |
| N/A | Biology | 25-45 minutes |
| N/A | U.S. Government | 20-30 minutes |

2021-2022 ILEARN Operational Assessments: Test Configuration and Average Testing Times

Mathematics, ELA, Science and Biology assessments each consist of a computer-adaptive test (CAT) segment and a performance task (PT) segment. The ILEARN Social Studies assessment and U.S. Government End-of-Course Assessment (ECA) each consist of a single fixed-form test segment. All paper-and-pencil assessments consist only of fixed-form segments.

While online is the primary testing mode for ILEARN, corporations and schools should follow the scheduling and timing guidance outlined in this document when administering one or more paper-and-pencil ILEARN assessments.

All ILEARN assessments are untimed and students should be allowed to complete each test segment at their own pace. Table 2 outlines the number and type of content area test segments, as well as average testing time ranges. All times noted are based on the 2018-2019 ILEARN timing data and reflect average testing time ranges for those students falling within the 85th percentile in overall test time.

Table 2. 2021-2022 ILEARN Test Configuration and Average Testing Time Ranges

| Grade | Content Area | CAT or Fixed-Form | PT |
|-------|-----------------|-------------------|-------------------|
| 3 | ELA | 90 – 125 minutes | 90 – 135 minutes* |
| | Mathematics | 70 – 100 minutes | 35 – 55 minutes |
| 4 | ELA | 90 – 130 minutes | 90 – 140 minutes* |
| | Mathematics | 70 – 100 minutes | 25 – 40 minutes |
| | Science | 80 – 110 minutes | 10 – 20 minutes |
| 5 | ELA | 90 – 130 minutes | 85 – 130 minutes* |
| | Mathematics | 80 – 110 minutes | 30 – 40 minutes |
| | Social Studies | 60 – 85 minutes | N/A |
| 6 | ELA | 90 – 130 minutes | 90 – 140 minutes* |
| | Mathematics | 90 – 120 minutes | 30 – 50 minutes |
| | Science | 70 – 100 minutes | 10 – 20 minutes |
| 7 | ELA | 80 – 110 minutes | 90 – 130 minutes* |
| | Mathematics | 90 – 125 minutes | 20 – 30 minutes |
| 8 | ELA | 75 – 100 minutes | 80 – 130 minutes* |
| | Mathematics | 85 – 125 minutes | 35 – 55 minutes |
| N/A | Biology | 65 – 90 minutes | 10 – 15 minutes |
| N/A | U.S. Government | 35 – 50 minutes | N/A |

*Grades 3-8: Times noted are for the full ELA PT (Segments 1 and 2).

General Guidance: Scheduling ILEARN Assessments

Testing should be planned to help all students do their best. While IDOE understands corporations and schools may need to adjust local testing schedules to accommodate unplanned events (e.g., power outages, student absences), corporations and schools must consider the following guidance when developing local testing schedules.

Schools may schedule content area assessments in any order, but as a general rule, should plan for students to complete all test segments for a specific content area before moving on to a different content area assessment (e.g., schedule students to complete both mathematics segments before starting the social studies segment).

IDOE strongly recommends:

- Students complete CAT or fixed-form segments over multiple days based on student interaction and fatigue.
- Students complete the CAT or fixed-form segment **before** completing the PT for a given content area.
- Students complete the CAT or fixed-form segment and PT over the course of **at least** two separate days.
 - Students participating in the ILEARN Biology ECA may be offered both segments on the same day, if needed.
 - Students who have a small number of CAT items remaining may finish the CAT segment, then start and finish the PT on the same day, **but only if enough time remains in the school day.**

Table 3. Some Sample Schedules: CAT and PT Segments

| Sample Schedules | | Test Segment(s) |
|------------------|-----------|------------------------------------|
| Sample A | Monday | Mathematics CAT (start) |
| | Tuesday | Mathematics CAT (finish) |
| | Wednesday | Mathematics PT (start and finish) |
| Sample B | Monday | Mathematics CAT (start) |
| | Wednesday | Mathematics CAT (continue) |
| | Thursday | Mathematics CAT (finish) |
| | Friday | Mathematics PT (start and finish) |
| Sample C | Tuesday | Mathematics CAT (start and finish) |
| | Thursday | Mathematics PT (start and finish) |

Students who miss any test segment(s) due to absence should test with other students per the local testing schedule and make up any missed test segment(s) prior to the close of the test window. Make-up test segments may be given out of order.

Students must complete all assessments by the last day of the established test window. Testing does not need to occur on consecutive days, with the possible exception of the ELA PT (see Table 5).

Students should not be required to test for more than an hour at a time. Schools should schedule breaks at logical times, as needed.

Students who finish testing early may read silently from a book unrelated to the content area being assessed. If they finish well ahead of schedule, they may exit the testing room. Schools must determine how many additional test sessions to provide individual students who take an especially long time to complete any given test segment(s). If all students have submitted the assessment before the local testing schedule defines the end time, the TA may end the scheduled session early.

While CAI’s online testing system and the Test Administrator’s (TA) scripts do not preclude administering more than one test segment in a single day, IDOE does not recommend this practice.

The online testing system is available to support testing after hours and during weekends, unless otherwise noted. There could be times outside of normal testing hours when the system is unavailable. The Indiana Assessment Help Desk is only available to provide support to schools Monday through Friday (7:00 a.m. – 7:00 p.m. ET). IDOE support is also not available after hours or on weekends. Consequently, testing during these times is accompanied with significant risk and is **strongly discouraged**. Review more details about after-hours testing outlined in Section 6, Part A of the [2020-2021 Indiana Assessments Policy Manual](#).

The table below defines additional expectations for corporations and schools as they create local test schedules and administer tests during the test window.

Table 4. Do’s and Don’ts for Scheduling and Administering Tests

| Do... | Don’t... |
|---|---|
| Try to maintain as normal a schedule as possible during the test window. | Schedule hours-long test sessions. |
| Consider the ages and stamina of the students testing and plan accordingly. | Require students to sit for long periods of time in order to finish a test segment. |
| Allow students who finish well ahead of schedule to quietly exit the testing room. If this is not possible, allow these students to read silently from a book unrelated to the content area being assessed. | Require students to skip or delay other classes (e.g., art, music, physical education), lunch, and/or recess because they have not finished a test segment. See Table 7: <i>Make-up Testing Scenario #4</i> for more guidance. |
| Allow students to review their work before pausing a CAT or fixed-form test segment for more than 20 minutes. | Lengthen a test session for a CAT or fixed-form segment and/or limit the durations of breaks for the sole purpose of avoiding the effects of the 20-minute Pause Rule. |
| Determine how many additional test sessions to provide individual students who may need more time. | Begin a PT late in the school day. Students may not have enough time to complete the PT before the school day ends and will not be allowed to finish it the following day. |

Specific Guidance for Scheduling ILEARN Test Segments

Corporations and schools must consider the following guidance when scheduling specific test segments:

CAT and Fixed-Form Test Segments Students may start and finish the segment in a single day or over the course of multiple days (see Table 3).

- The 20-minute Pause Rule applies to CAT and fixed-form test segments (see next page).
- Due to the length of the CAT and fixed-form test segments, most students will require more than one test session to complete all items in these test segments.
- Students may enter and exit a test with a TA's approval an unlimited number of times while their tests are active (i.e., not completed or expired).
- The CAT and fixed-form test segments will not expire until the end of the test window.

PT Segments: Students may pause their PT and resume testing throughout the day, as needed. The 20-minute Pause Rule does not apply to PTs.

- **Mathematics / Science / Biology**

- **Expiration:** Once students start the PT, it will expire at the end of the school day. Students must start and finish the PT **on the same day**. They may not revisit the PT on a subsequent day.

- **ELA**

- The ELA PT is configured as a single test ID, but consists of two segments ("Segment 1" and "Segment 2").
- **Expiration:** Once students sign into Segment 1, the ELA PT will expire **in seven calendar days** (includes weekends) if one or both segments have not been submitted.
- Each segment may be administered to students **on one day or two separate days** (See Table 5).
- Once a TA approves a student to enter Segment 1 (or Segment 2), the student must complete that segment **on the same day**. The student may not complete that segment on a subsequent day.
- If a TA approves a student for either segment in error, the student should complete the segment that same day.
- IDOE strongly recommends schools administer ELA PT Segments 1 and 2 on two separate days. Students are required by the Test Delivery System (TDS) to complete Segment 1 **before** accessing Segment 2. **TAs must approve** students to enter Segment 2.
- If not immediately moving on to Segment 2, the students should log out of the test **before** advancing to Segment 2. The TA must approve the students to enter Segment 2 at the beginning of a subsequent test session.
- Upon entering Segment 2, students will be able to see any global notes and highlighting they applied to passages during Segment 1.

Table 5. Scheduling the ELA PT

| Scheduling Options | | ELA PT: Two Segments | Notes |
|--|-------|-------------------------|--|
| Recommended Option | Day 1 | Segment 1 | Must start and finish on the same day. |
| | Day 2 | Segment 2 | Must start and finish on the same day. |
| Alternative Option (See average testing times) | Day 1 | Segments 1 and 2 | Must start and finish on the same day. |

Additional Scheduling Guidance

Pause Rules

Students must pause their tests **each time** they step away from their testing device (e.g., restroom break).

Students may pause their tests and resume testing during a test session later in the day or on a subsequent day, as needed (refer to 20-minute rule, below).

TAs may need to pause students' CAT or fixed-form segments in the event of an unexpected testing irregularity (e.g., sudden illness, weather emergency, unplanned fire alarm).

Students will be logged out and their tests automatically paused in the event of a technical issue (e.g., power outage or network failure). Students must log back in to resume testing.

Immediately contact your STC/CTC and IDOE should technical issues occur.

If students pause their tests for more than 20 minutes, the students will no longer have access to the item's digital notepad. Students will still have access to any global notes recorded in the TDS for the PTs only.

A 20-minute "Pause Rule" applies **only** to the CAT and fixed-form test segments.

If students pause their tests for **less than 20 minutes**, the students may revisit and/or change answers to previous test items within the current test segment.

If students pause their tests for **more than 20 minutes**:

- Students should be given the opportunity to revisit items marked for review prior to pausing testing, if pausing for more than 20 minutes.
- The students must log back in to the student interface. They will be presented with the next screen containing a new test item.
- While not a typical scenario, an unanswered item may appear on a screen alongside other items associated with the same passage/stimulus. In this instance, the student would be able to view the passage/stimulus and all associated items upon reentering the test. The student should respond to the unanswered item and proceed to the next unanswered item in the test.

- Students are **not** permitted to review or change any previously answered items, even if marked for review (with the exception of items on a screen containing at least one item the students have not yet answered).

NOTE: Students should finish all parts of an item (including constructed-response items) **before** pausing. If even one character is entered into a response field, the system will register the item as answered. Students may not revisit previous items and/or change answers to items on previous screens once paused for more than 20 minutes.

If testing is paused for more than 20 minutes due to a power outage, internet outage, or similar event, **immediately** contact IDOE for guidance. Do not wait days or weeks to report testing irregularities to IDOE.

Test Timeout

As a test security measure, any students will be logged out of a test segment after 20 minutes of inactivity in either the CAT, fixed-form, or PT segment. Activity is defined as selecting an answer or navigation option in the test segment (e.g., selecting **Next** or **Back** or using the Mark for Review dropdown list to navigate to another item). **Simply moving the mouse around the screen will not count as test activity. Students must actually select something on the screen.**

The student will receive a warning message 60 seconds before timeout occurs, after which they must log back in to resume testing.

The student may revisit items on a previous screen in the current test segment (CAT) if they resume testing within 20 minutes of the timeout.

A student who logs into the ELA PT or the Mathematics CAT (grades 6-8) segment after a test timeout **must** complete any unfinished test segment **before** starting the next test segment in the same content area.

Single Test Sessions for Multiple Grade-Level Tests

CAI's TDS allows TAs to administer multiple grade-level tests during a single test session. This approach can be helpful when administering online tests to small groups of students (e.g., virtual learners, makeup testing). Corporations and schools utilizing this approach must adhere to these guidelines:

- Limit each test session to include a single content area and test segment type. With a few exceptions, the operational scripts contained within the ILEARN 3-8 TAM are uniform for a given content area and test segment type. This enables a school to simultaneously administer a segment to students at multiple grade levels.

Table 6. Test Sessions for Multiple Grade-Level Student Groups

| Content Area Segment | Recommended Grade Level Groups |
|----------------------|--------------------------------|
| ELA CAT | 3-8 |
| ELA PT* | 3-8 |
| Mathematics CAT** | 3-5 |
| | 6-8 |
| Mathematics PT | 3-8 |
| Science CAT | 4 and 6 |
| Science PT | 4 and 6 |
| Social Studies | 5 |

*Schools must administer ELA PT Segment 1 and ELA PT Segment 2 in two different sessions to avoid confusion resulting from unique segment directions.

**Schools must administer this CAT segment to students in grades three through five in one session and to students in grades six through eight in a separate session to avoid confusion resulting from unique segment directions.

- Ensure the TA completed all required training. Upon completion of the TA Certification Course and all other training requirements, the TA is able to initiate a test session for any student enrolled in the corporation or school.
- Confirm students' test settings in the Test Information Distribution Engine (TIDE). The TA can initiate a test session for the students, but likely will not have access to every student's profile in TIDE. CTCs must report any corrections to student data to IDOE at least one day before testing and confirm settings are correct before testing begins.
- Provide student and test session information to the TA **before** testing begins.
 - List of students testing and their accommodations;
 - Name of scheduled test to be approved for each student; and
 - Student Access Cards or other documentation reflecting the student test number (STN) for every student.
- Be available to support the TA with any questions or concerns, as needed.

Make-up Testing

In most cases, the student must begin testing with the rest of class per the testing schedule upon return to school. Make-up test segments may be given out of order but must be completed before the end of the test window. Review common make-up testing scenarios in Table 7.

Table 7. Common Make-up Testing Scenarios

| Question/Scenario | IDOE Guidance |
|--|--|
| <p>Make-up Testing Scenario #1 (Unfinished CAT/Fixed-Form Segments)</p> <p>A student did not complete the Mathematics CAT on Tuesday and was absent on Wednesday. The class is scheduled to complete the Mathematics PT on Thursday.</p> <p>Which test segment should the school administer to this student upon return to school?</p> | <p>The school should administer the Mathematics PT to the student with the rest of the class, per the local testing schedule. The student should finish the CAT on a subsequent day before the test window ends.</p> |
| <p>Make-up Testing Scenario #2 (Moving Between Content Area Segments)</p> <p>A student started the Mathematics CAT on Monday, but did not complete it during the scheduled test session(s). The rest of the class completed the Mathematics CAT and PT while the student was absent. The class is now ready to start the Science CAT.</p> <p>Which test segment should the school administer to this student upon return to school?</p> | <p>The school should:</p> <ol style="list-style-type: none"> 1) Administer the Science CAT to the student with the rest of the class, per the local testing schedule. 2) Administer the Science PT to the student with the rest of the class, per the local testing schedule. 3) Allow the student to resume the Mathematics CAT on a subsequent day. 4) Administer Mathematics PT to the student on a subsequent day. |
| <p>Make-up Testing Scenario #3 (Student missed ELA PT Segment 1)</p> <p>A student was absent on Monday when the rest of the class completed ELA PT Segment 1. The class is ready to begin ELA PT Segment 2 on Tuesday.</p> <p>Which test segment should the school administer to this student upon return to school?</p> | <p>Due to the segment-specific directions in the ILEARN 3-8 TAM, the school must administer ELA PT Segment 1 to the student in a separate session. The student must complete Segment 1 by the end of the day.</p> <p>Together, the TA and STC must evaluate whether enough time remains in the day for the student to also start and finish ELA PT Segment 2 or wait until the following day to administer ELA PT Segment 2 to this student. Refer to Table 5.</p> |

| | |
|--|--|
| <p>Make-up Testing Scenario #4 (Student does not finish test during scheduled session)</p> <p>A student does not complete the test before lunch, or some other scheduled class or school event.</p> | <p>The TA must instruct all student(s) to log out of the test, follow procedures outlined in the appropriate TAM, and dismiss students from the testing room for the scheduled class or event (e.g., lunch). TAs must provide students time to review their responses prior to pausing their CAT or fixed-form tests for longer than 20 minutes.</p> <p>Schools must determine how many additional test sessions to provide individual students who may need more time.</p> |
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Contact the [Office of Student Assessment](#) with any questions.